DOCUMENT RESUME

ED 109 480 CE 004 338

TITLE	Competency-Based Professional Education in Home Economics; Selected Competencies and Criteria.
INSTITUTION	American Home Economics Association, Washington, D.C.
PUB DATE	74
NOTE	45p.; Developed at a national workshop sponsored by the American Home Economics Association (Ames, Iowa, February 17-22, 1974)
AVAILABLE FROM	American Home Eonomics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($3.00)
EDRS PRICE	MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
DESCRIPTORS	*Home Economics; *Home Economics Teachers; Performance Based Education; Performance Based Teacher Education; *Performance Criteria; Teacher Improvement; *Teaching Skills

ABSTRACT

At a national workshop sponsored by the American Home Economics Association (AHEA) in 1974, 71 participants (home economists representing all subject-matter and professional sections of the AHEA and other participants chosen for their experience in competency-based education or teacher education) determined that professionally defined competencies can serve as guidelines for developing criteria for determining the effectiveness of home economics professionals. These competencies and criteria can also be used for program planning, certification standards, and/or the professional improvement of home economists. The major portion of the booklet is an outline of 53 competencies, with criteria for each, arranged by topics for both the preprofessional level and the professional improvement level in home economics. The topics for each level are: educational philosophy, professional role, program planning, educative process, and research. Briefer sections contain comment on the background of the workshop project, assumptions made by the designers of the program, definitions of terms, and an implementation model. The booklet concludes with an outline summary of the topics and competencies. (Author/PR)

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COMPETENCY-BASED PROFESSIONAL EDUCATION IN HOME ECONOMICS

Selected Competencies and Criteria

CE 004 338

AMERICAN HOME ECONOMICS ASSOCIATION
2010 Massachusetts Avenue NW
Washington, D.C. 20036

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The material for *Competency-Based Professional Education in Home Economics* was developed at a national workshop sponsored by the American Home Economics Association, February 17-22, 1973, at Ames, Iowa.

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2010 Massachusetts Avenue NW
Washington, D.C. 20036
Library of Congress Catalog Card No. 74-81533
ISBN No. 0-8461-0124-6

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FOREWORD

The competencies and criteria in this publication were developed at a national workshop sponsored by the American Home Economics Association, February 17-22, 1974, at Ames, Iowa. The 71 home economists invited to participate were chosen for a variety of reasons. All subject-matter and professional sections of AHEA were asked to send representatives; other participants were chosen because of their experience in competency-based education or teacher education. All participants paid their own way to the conference or obtained their own support.

Members of the planning and steering committee for the workshop were: Arleen C. Otto, chairman; Eva W. Adams; Beverly Crabtree; Julia I. Dalrymple; Ruth P. Hughes; Joyce J. Terrass; Leola Adams, vice-chairman, AHEA Teacher Education Section; and Joan Baird, AHEA staff representative.

The cover of this book was designed by Neva Petersen, who represented the Art Section of AHEA at the workshop. The design shows her interpretation of the growth of competency-based professional education in home economics. Some areas, such as the stating of competencies and criteria are well developed (the tall trees), but still have some aspects to be completed (missing branches). Other areas, such as assessment, are not as far along and are represented by the small, but growing trees.

BACKGROUND

One ultimate outcome or "product" of home economics programs continues to be highly qualified facilitators of learning. There are strong indications that competencies are becoming a major basis for determining the effectiveness of professional programs in assessing the professional's job performance.

Educative competencies have conventionally been a primary focus for teachers. However, it is important to identify the bases for assessing professional abilities of all home economists as related to their roles in the educative process. Although not labeled "teachers," other home economists are involved in the teaching/learning process in their professional roles in business, extension, health and welfare, research, and other areas of family/community service.

Program accountability and accreditation expectations within the home economics profession demand delineation and clarification of the bases for evaluating professional competence prior to and during employment. Statements of expected competencies will serve as guidelines for developing evaluative criteria related to the educative process. Numerous states are adopting a competency basis for certification.

Home economics educators have delineated objectives and generalizations in relation to selected concepts. These statements provide direction for identifying basic competencies essential to professional development of an individual.

In 1961 and 1962 seven seminars were held to develop a conceptual structure for home economics subject-matter areas at the secondary school level (child development, family relationships, home management and family economics, housing and home furnishings, clothing and textiles, and food and nutrition). Specialists in home economics and related disciplines, under the leadership of personnel from the Home Economics Education Branch of the U.S. Office of Education (USOE), participated in the seminars. The publication, *Concepts and Generalizations: Their Place in*

High School Home Economics Curriculum Development[1] was developed by seminar participants.

During a research seminar at Iowa State University, 1962, participants conceived the idea of assembling teacher educators to identify the content of home economics education. The idea was realized in October 1964 when home economics teacher educators and USOE representatives met at the University of Nevada, Reno. The purpose of the 1-week seminar sponsored by USOE was to identify the structure of knowledge, in terms of concepts and generalizations, important to the field of professional home economics education for the undergraduate curriculum. A document entitled *Concept Structuring of Home Economics Education Curriculum*[2] was produced.

Further work was needed to evaluate the 1964 materials and to build a similar framework for home economics education at the graduate level. In 1966 a seminar to identify the structure of knowledge in home economics education at the graduate level was held at the University of Nebraska, Lincoln, under the auspices of the USOE. Conference participants developed *Home Economics Education Objectives and Generalizations Related to Selected Concepts*,[3] which has been commonly referred to as the Nebraska materials. The document includes objectives and generalizations organized according to broad concept categories for the preservice and advanced study levels.[4]

In 1972 the program of work for the AHEA Teacher Education Section identified as a primary goal the establishment of criteria for competency-based teacher education programs in home economics. A committee was appointed and charged with the responsibility of developing performance-based competencies for teachers. At the first meeting a decision was made to expand the charge of the committee to include the educative process for all professional home economists since (a) it was apparent that all professional home economists are involved in the educative process, and (b) during the same period an AHEA committee was developing a systematic procedure for recording professional improvement experiences on a profession-wide basis.

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[1]*Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*. Washington, D.C.: American Home Economics Association, 1967.
[2]*Concept Structuring of Home Economics Education Curriculum*. Washington, D.C.: American Home Economics Association, 1964 seminar report. (Out of print)
[3]Kreutz, S. (Project Coordinator), and Anthony, H. (Project Director). *Home Economics Education: Objectives and Generalizations Related to Selected Concepts*. (U.S. Department of Health, Education, and Welfare, Contract OEG-3-6-062205-1929) Lincoln: University of Nebraska, 1966 seminar report. (Out of print)
[4]In this publication these levels are designated preprofessional and professional improvement. See "Definitions," page 4.

In order to achieve its purposes, the committee implemented these programs:

1. A survey was conducted to determine the present status of competency-based professional education for home economists. "The State of the Art in Home Economics Education—A Summary of the 1973 National Survey" was reported at the 1973 AHEA Annual Meeting.

2. A series of workshops under the direction of the AHEA Teacher Education Section was organized:

a. A national invitational workshop was held in Ames, Iowa, Feb. 17-22, 1974. The participants developed competencies and criteria using the Nebraska materials[5] as a guide. The selected competencies and criteria on pages 10 to 35 were developed by the workshop participants who are listed on page 39.

b. A workshop was planned and scheduled in conjunction with the 1974 AHEA Annual Meeting in Los Angeles, June 1974. This workshop, "Implementing Competency-Based Education in Home Economics," was planned to prepare state or regional representatives and other interested persons to implement competency-based programs according to needs in their own state and local programs.

c. State or regional workshops subsequent to June 1974 were proposed to facilitate implementation at the local level. Coordination was delegated to representatives who attended the Los Angeles workshop.

The Iowa workshop participants were challenged to examine the objectives in the Nebraska Conference publications and restate, revise, and expand in terms of desired professional competencies. These were considered to be specifically related to the educative process for all home economists, not to be limited just to home economics teachers. In addition to identifying the competencies, assessment criteria were developed.

Assumptions

Assessment of professional competence of the home economist is essential if systematic procedures are to be developed for determining effectiveness of home economics professional programs. Competency development must not end at the granting of the baccalaureate degree. The home economist needs continued professional growth. Therefore, this publication includes competencies and criteria at both the preprofessional and professional improvement levels.

The following assumptions were basic to the development of competencies and criteria for professional education in home economics:

[5]Kreutz, S., and Anthony, H., *op. cit.*

1. Competence in the educative process is needed by all professional home economists.
2. Home economics graduates are employing the educative processes in nonschool as well as school settings.
3. The development of programs to provide for the achievement of competencies will vary from institution to institution according to philosophy and resources available.
4. Competencies serve as a basis for developing instructional strategies.
5. The pattern of attainment of competencies by individuals must be adaptable to varying requirements in employment.
6. The primary arena for the development of competencies for the home economist is in the field.
7. Research will be needed to validate the criteria for measuring competency attainment, but this should not inhibit the use of competencies as a basis for developing professional programs.

Definitions

The following operational definitions apply to this publication:

Assessment Measures—the procedures and devices used for obtaining and organizing evaluative data.

Competency—an attitude, behavior, skill, or understanding demonstrated by a participant at a specified performance level. A competency is broad in scope.

Criterion—a defined standard against which a competency can be judged in relation to the degree or extent to which an expected level of attainment exists.

Generalization—a conclusion that represents synthesized knowledge and serves as an enabler or facilitator of competency attainment.

Instructional Strategies—the planned methods, processes, and/or techniques employed in a teaching-learning situation to facilitate attainment of a competency.

Organization—the agency employing the professional home economist.

Participant—a person working toward competencies as a home economist at the preprofessional or professional improvement level.

Preprofessional Education—formal preservice preparation that enables a participant to function in a professional role.

Professional Improvement—post-baccalaureate activities designed for enhancement of professional competency—may be within or out of the higher education setting.

Program—the overall design of educational experiences—may be at the pre- or post-baccalaureate level.

Implementation Model

A model for implementing competency-based professional education in home economics is presented on pages 6 and 7.[6] The following discussion will be helpful in interpreting the model. Components of the model are in italics.

As a *competency* is identified, it is essential that consideration be given to appropriate *criteria* that may be used to determine whether the competency has been achieved and/or the extent to which it has been achieved. After these decisions are made, the *instructional strategies* are identified in terms of the desired competency and designated criteria. Concurrently, appropriate *assessment measures* are selected and/or developed for use to ascertain whether or not the competency has been achieved and/or the degree to which it has been achieved. *Instructional strategies* are implemented to assist the participant in achieving the desired competency. *Observation of competencies* provides the opportunity to see those behaviors that demonstrate the competency itself or those behaviors indicative of development of the competency. *Competency assessment measures* are administered and may provide the research bases for *validating* the specific competency as originally identified. Changes and refinement may be based on this validation.

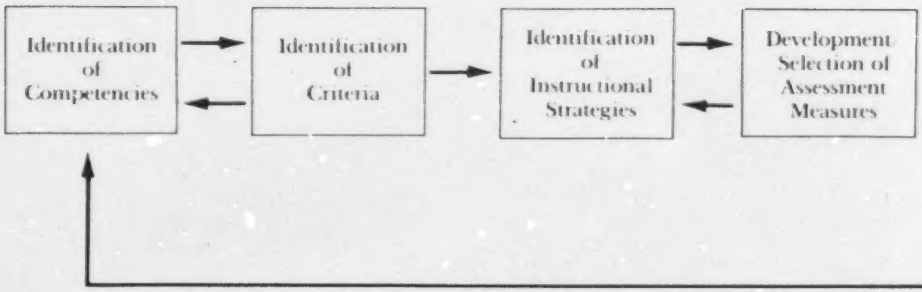
This publication includes only information related to the first two components in the model, competencies and criteria. Institutional and local program decisions will determine the elements included in the other components. The first four components and the competency-assessment component could be appropriate subjects for inter-institutional research efforts.

As institutions implement competency-based professional education in home economics, the model as outlined and described could provide directions for program revisions and emphases.

This model relates only to program development. As any professional preparation program model is developed, careful consideration must be given to the participants who enter, progress through, and exit from the program. A discussion of a competency-based program as followed by a participant assists in understanding of the total process.[7]

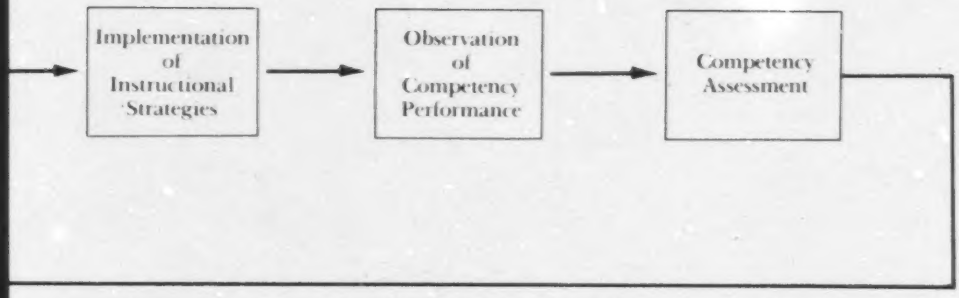
[6]Model adapted from a model by Eleanore L. Kohlmann used in the presentation, "Model for Competency-Based Teacher Education," at the workshop, Feb. 18, 1974, Ames, Iowa.
[7]Discussion based on the presentation by Eleanore L. Kohlmann, *op. cit.*

MODEL FOR IMPLEMENTING COMPETENCY-BASED PROFESSIONAL EDUCATION IN HOME ECONOMICS



As competencies are identified specific behavioral objectives are delineated and learning opportunities are planned in keeping with the needs, interests, and abilities of the participants. Such learning opportunities may be organized around individual, small group, and large group situations. Participants need continuous self- and outside evaluation in terms of progress toward achieving the identified objectives. Opportunities are provided for the participants to progress toward the development of the competency-related behaviors. Through these experiences the participant has the opportunity to demonstrate those competency behaviors indicative of a competency that cannot be measured directly.

Finally, the participant's progress is assessed using the measures developed and or selected as the instructional strategies are implemented. If the participant achieves the designated objective at the desired level, the participant exits from the instructional process related to the identified competency. If the participant is unable to complete this phase successfully, opportunities are provided to reenter the cycle at the appropriate point.



Using Competencies and Criteria

Competencies and criteria for their assessment can be used as a basis for program planning, certification standards, and/or professional improvement of home economists. The listing of competencies and criteria that follows is divided into five major categories: philosophy, professional role, program planning, educative process, and research. In addition, each of the categories is divided into two levels, preprofessional preparation and professional improvement. Each category is considered to be specifically related to the educator role for all home economists and can provide a basis for sequential development of such competencies. An overview of the competencies is presented on pages 36 to 38.

As these competencies and criteria were identified, an attempt was made to keep competency statements and related criteria consistent in form and scope through the use of specified standards against which each component was examined.[8] Competencies were

[8]Criteria adapted from the presentation by Eleanore L. Kohlmann, *op. cit.*

written as behavioral statements. Criteria were developed in question form.

Standards for each competency:

1. Is the competency broad in scope (generic)?
2. Is time required for the participant to develop the competency?
3. Does the competency require some degree of judgment?
4. Can we observe the competency or behaviors indicative of the competency?
5. Can criteria be developed for the competency?
6. Is the competency essential in order to facilitate learning or to meet professional responsibilities?
7. Is the competency suitable to the level for which it is being identified?

Standards for each criterion:

1. Is there a standard against which behavior can be judged? Does the criterion contain definitive dimensions by which behavior can be assessed?
2. Can the attainment of the behavior be assessed by level or by some prejudged standard?
3. Does the assessment criterion contain a knowledge and/or performance component?

As a program is planned or adapted, additional competencies and criteria may be considered in terms of the local situation. Competencies related to home economics content areas other than the educative component have not been included. Educators may also find it necessary to identify additional competencies and criteria that are unique for those home economists employed in nonschool settings.

Educative competencies identified on the professional improvement level can serve as standards for professional home economists as they continuously analyze their own performance. In addition to formally structured courses and graduate work, independent study programs may lead to recertification and/or advanced degrees. Evidence that a professional home economist has developed competencies as judged by the criteria listed may become the basis for assessing professional goal attainment and/or recommending promotion.

To a degree, some of the professional improvement competencies may be obtained at the preprofessional level. However, most require professional experience as a base.

These selected competencies and criteria are not intended to represent a perfectly developed compendium that should be used

henceforth in all situations. They need to be appropriately adapted for different educational settings.

On the higher education scene today students have many options for program choice, for entrance and exit times during a year, for course selection in terms of abilities and professional expectations, and for length of specific programs. Organizing learning around competencies should facilitate the necessary program flexibility.

The competencies and criteria identified in the following sections include beginning and advanced levels. Thus, they can serve as guidelines for determining the points at which an individual enters or exits the program in terms of previously identified competencies for specific career options.

COMPETENCIES AND CRITERIA:

Preprofessional Level

TOPIC **I. Educational Philosophy in Home Economics**

Competency A. The participant will formulate and communicate internally consistent professional beliefs based on philosophies of home economics and of education in the context of contemporary society.

Criteria

1. Can the participant identify and support basic beliefs about the meaning and scope of home economics?
2. Can the participant identify basic beliefs about the educative process and the role of education in society?
3. Can the participant identify conditions and needs prevalent in contemporary society?
4. Does the participant communicate professional beliefs about the meaning, scope, and function of home economics education?

Competency B. The participant will relate professional beliefs to decision making in varied educational settings.

Criteria

1. Can the participant relate professional beliefs to decision making in simulated educational settings?
2. Does the participant relate personal professional beliefs to her/his own decision making in varied educational settings?

TOPIC **II. Professional Role in Home Economics**

Competency A. The participant will demonstrate ability to fulfill the professional role of the home economics educator as a facilitator of learning, counselor, team member, communicator and interpreter, a liaison with community, and a member of the profession.

Criteria

1. Can the participant describe the various roles expected of the home economist in educational settings?
2. Does the participant demonstrate the interpersonal relation skills pertinent to fulfilling the professional role?
3. Does the participant demonstrate communication skills adequate to fulfill the role of home economics educator?
4. Can the participant use various channels for the communication and interpretation of home economics?
5. Can the participant explain the operating structure, recording and reporting systems, policies, and regulations of an education setting?

Competency B. The participant will demonstrate a commitment to the professions of home economics and education.

Criteria

1. Does the participant possess knowledge of means through which professional objectives can be promoted?
2. Does the participant behave in ways that demonstrate acceptance of professional goals?
3. Does the participant contribute to the promotion of professional objectives?

Competency C. The participant will assume responsibility for her/his own continuous personal and professional growth.

Criteria

1. Does the participant formulate and use plans for personal and professional self-improvement based on data obtained from a variety of self-evaluative tools?
2. Does the participant avail her/himself of opportunities for personal growth?
3. Does the participant avail her/himself of opportunities for professional growth?

Competency D. The participant will demonstrate ethical personal and professional behavior.

Criteria

1. Can the participant describe acceptable patterns of behavior in the professional setting?
2. Does the participant behave in socially responsible ways?
3. Can the participant predict the consequences of her/his choices related to behavior?
4. Does the participant assume the consequences of her/his choices related to behavior?

Competency E. The participant will analyze and evaluate social action that influences the well-being of individuals, families, and the community.

Criteria

1. Can the participant assess issues affecting the well-being of individuals, families, and the community?
2. Can the participant choose appropriate ways of becoming involved in social action influencing the well-being of individuals, families, and the community?

TOPIC **II. Program Planning for Education in Home Economics**

Competency A. The participant will collect and analyze relevant information that has implications for a given home economics program.

Criteria

1. Has the participant collected relevant information about societal factors, organizational goals, resources, and learners and their environments that have implications for a given home economics program?
2. Has the participant analyzed the collected information related to a given home economics program?
3. Has the participant drawn implications for a given home economics program from the information collected and analyzed?

Competency B. The participant will select and justify the objectives, content, and strategies included in a given home economics program.

Criteria

1. Has the participant used the implications drawn from the situational information collected and analyzed as a basis for determining program objectives, content, and strategies?
2. Has the participant selected concepts and generalizations accepted by recognized authorities in home economics and related fields of study?
3. Has the participant selected content of sufficient breadth and depth for the program audience?
4. Has the participant selected and justified objectives, content, and strategies in relation to the home economics component of the organization's goals?
5. Has the participant justified the proposed program in terms of the field of home economics?

Competency C. The participant will organize home economics offerings into a sequential and integrated pattern to meet the needs of given audiences.

Criteria

1. Has the participant coordinated home economics program objectives with the overall goals of the organization?
2. Has the participant identified and incorporated organizational guidelines in the home economics program plans?
3. Has the participant identified the human, fiscal, and material resources needed for the program?
4. Has the participant cooperatively planned the program and or obtained input from learners, other professionals, and or advisory groups?
5. Has the participant coordinated the home economics program with existing related programs?
6. Has the participant developed a written plan that is organized in a continuous, sequential, and integrated pattern?
7. Has the participant written a program plan that gives evidence of using sound principles of program planning?
8. Has the participant justified a specific program in terms of validity for a given group and purpose(s)?
9. Has the participant planned evaluation of the effectiveness of the program in terms of meeting the needs of the learners, attainment of the objectives, and use of resources?

Competency D. The participant will implement a plan for a given home economics program.

Criteria

1. Has the participant followed the organization's guidelines for making the program plan operational?
2. Has the participant identified her/his role in communicating the plan to persons and/or groups within the organization and allied agencies?
3. Has the participant explained and justified the proposed plan?
4. Has the participant organized the human, fiscal, and material resources needed to implement and maintain the proposed program?
5. Has the participant, through channels of communications within the organization, obtained support for and commitment to the proposed plan?
6. Has the participant provided information about the program to the appropriate groups and individuals?
7. Has the participant used a realistic time schedule for the plan?
8. Has the participant used appropriate evaluative procedures to monitor the program?
9. Has the participant evaluated the total home economics program?
10. Has the participant made use of the evaluative findings?

Competency E. The participant will evaluate objectives and goals of youth groups in relation to a total home economics program.

Criteria

1. Can the participant communicate the purposes of FHA/HERO, 4-H, or other youth groups as an integral part of a total home economics program?
2. Can the participant develop a strategy to work with students in the organizations to assist them in planning a program of work as an integral part of the instructional program?
3. Can the participant assist students in finding growth opportunities as members of their organizations?
4. Can the participant facilitate student evaluation of the organization in relation to the organization's goals and objectives?

TOPIC **IV. The Educative Process in Home Economics**

Competency A. The participant will use communication skills in an educative setting to facilitate learning.

Criteria

1. Does the participant demonstrate skill in establishing and maintaining open communication?
2. Does the participant communicate by using appropriate verbal and nonverbal cues?
3. Does the participant demonstrate skills in dealing with negative feedback in ways that produce positive behavior and enhance the self-esteem of learners?
4. Is the participant clear, concise, and consistent in communicating written, oral, and nonverbal messages?
5. Does the participant use and adapt language, vocabulary, and communication techniques appropriate to the group?
6. Does the participant use the results of continuous self-appraisal to improve and/or maintain verbal and nonverbal communication skills?

Competency B. The participant will design instructional plans appropriate to the needs of specific learners in educative settings.

Criteria

1. Does the participant use principles of learning as a basis for developing instructional plans?
2. Does the participant involve other appropriate persons in the planning process?
3. Does the participant conduct a task analysis and use the information obtained in developing an instructional plan?
4. Does the participant state objectives in behavioral terms in the cognitive, affective, and psychomotor domains?
5. Does the participant select and/or write generalizations appropriate to the educative task?

(continued on next page)

6. Does the participant specify a variety of learning opportunities appropriate for achieving objectives according to individual needs and available resources?
7. Does the participant select and/or modify specific resources, techniques, and methods that are appropriate to the objectives?
8. Does the participant plan for evaluation appropriate to the objectives?
9. Does the participant develop plans that integrate objectives, learning opportunities, resources, and evaluation?

Competency C. The participant will implement instructional plans.

Criteria

1. Does the participant provide opportunities in which learners are motivated?
2. Does the participant guide learners in securing and organizing information, formulating generalizations, and making applications of generalizations?
3. Does the participant provide for feedback?
4. Does the participant implement the methods and techniques incorporated in the instructional plan to accommodate individual differences in reaching objectives?
5. Does the participant use a variety of material to help learners accomplish objectives?
6. Does the participant appropriately control the learning situation by varying activities and groupings of learners?
7. Does the participant pace instruction to facilitate learning?
8. Does the participant modify plans in accordance with instructional conditions and feedback from learners?
9. Does the participant involve learners so that they assume increasing responsibility for their own learning?

Competency D. The participant will plan for and use evaluation as an integral part of the teaching/learning process.

Criteria

1. Does the participant specify a variety of evaluation methods in relation to decisions to be made?
2. Does the participant develop and use a plan for evaluation consistent with the emph sis placed in the objectives?
3. Does the participant adapt, develop, and employ tools of evaluation commensurate with predetermined objectives?
4. Does the participant use information obtained through the evaluation process for instructional improvement?
5. Does the participant use appropriate reports of learner progress?
6. Does the participant involve the appropriate individuals and/or groups in planning and carrying out continuous evaluation?

Competency E. The participant will establish and maintain an environment that facilitates achievement of objectives.

Criteria

1. Does the participant plan, organize, control, and evaluate the use of resources to create and maintain an environment conducive to growth and development of the learner?
2. Does the participant involve learners in development and use of their human relations skills?
3. Does the participant encourage the assistance of learners in management of the educational environment?
4. Does the participant provide opportunities for learners to take responsibility for their own learning?

TOPIC **V. Research in Home Economics and Education**

Competency A. The participant will recognize and appreciate the role of research in facilitating the teaching/learning process and in expanding knowledge.

Criteria
1. Can the participant identify sources of research findings?
2. Does the participant seek research findings to support or refute ideas?
3. Can the participant illustrate the application of research?

Competency B. The participant will use research findings to improve the teaching/learning process and as a source of knowledge.

Criteria
1. Does the participant use research findings as a source of content?
2. Does the participant use research findings as a resource in the teaching/learning process?

Competency C. The participant will comprehend the elements of the research process.

Criteria
1. Can the participant describe the elements of the research process?
2. Can the participant explain the use of research methods in the educative process?

COMPETENCIES AND CRITERIA:

Professional Improvement Level

TOPIC **I. Educational Philosophy in Home Economics**

Competency A. The participant can evaluate professional philosophies.

Criteria
1. Does the participant analyze philosophies relevant to professional endeavors in home economics?
2. Does the participant use various philosophies to clarify, review, and revise personal and professional philosophy?

Competency B. The participant will continually develop a personal/professional philosophy.

Criteria
1. Does the participant communicate a personal/professional philosophy that relates to identified constants, trends, and projections about the future? Is this philosophy reexamined periodically?
2. Is the participant's behavior consistent with what she/he has communicated as personal/professional philosophy?

Competency C. The participant can contribute to development of a philosophy for the home economics profession.

Criteria
1. Can the participant verbalize statements of professional philosophy?
2. Can the participant relate goals of the field of home economics and the analysis of society to generate and evaluate philosophy of home economics?

TOPIC **II. Professional Role in Home Economics**

Competency A. The participant can accept, perform, and adapt to changing roles and functions of various positions as a home economics educator.

Criteria

1. Can the participant effectively supervise, teach, or administer as the position requires using recognized principles of human relations?
2. Can the participant evaluate roles and functions as a basis for proposing and implementing changes as appropriate?

Competency B. The participant can evaluate educational structure in relation to its promotion of the purposes of educational programs in home economics.

Criteria

1. Does the participant analyze the organizational purposes, structure, and outcomes according to accepted interrelationship principles?
2. Does the participant apply the principles and concepts of supervisory administrative theory?
3. Does the participant appropriately use and modify organizational characteristics to promote the purposes of educational programs in home economics?

Competency C. The participant can evaluate professional performance in home economics.

Criteria

1. Does the participant employ established role expectation elements for self-evaluation?
2. Can the participant employ established role expectation elements for evaluation of others in their professional roles?

Competency D. The participant will assume leadership roles in the profession of home economics.

Criteria

1. Is the participant active in appropriate professional organizations?
2. Does the participant assume leadership responsibility for activities in professional settings?
3. Does the participant analyze her/his own capabilities and the needs of the profession in making decisions regarding personal contributions to the profession?

Competency E. The participant will show integrity in relation to professional practice.

Criteria

1. Does the participant perform in the professional role in a manner as recognized by colleagues as being responsible and ethical?
2. Does the participant take a constructive position in support of the profession?
3. Does the participant encourage ethical behavior and discourage unethical behavior of others?

TOPIC **III. Program Planning for Education in Home Economics**

Competency A. The participant will analyze the sociological, economic, political, cultural, and educational forces that affect home economics programs.

Criteria

1. Can the participant identify current forces—sociological, economic, political, cultural, and educational—that affect home economics programs?
2. Can the participant analyze the interrelationships of sociological, economic, political, cultural, and educational forces?
3. Can the participant draw inferences for program needs from the interaction of sociological, economic, political, cultural, and educational forces?

Competency B. The participant can evaluate the needs of learners in a given environment in relation to program needs.

Criteria

1. Can the participant systematically assess the needs of the learners in a given situation and set priorities with the learners for meeting these needs?
2. Can the participant analyze cause and effect relationships of the environment and the needs of the learners?
3. Can the participant, with the learners, evaluate program needs resulting from the interaction of the needs of the learners and the environment?

Competency C. The participant will integrate the contributions of fields of study related to home economics in effective program planning.

Criteria

1. Can the participant communicate to the learners the concepts and theories from other fields of study as related to home economics?
2. Can the participant analyze the interrelationships of the concepts from other fields of study and from home economics?
3. Can the participant synthesize the relevant concepts and theories from related fields of study and apply them in the development of an effective home economics program?

Competency D. The participant will develop a system for selecting and organizing home economics knowledge and skills significant for various learners and learner levels.

Criteria

1. Can the participant provide a structure for identifying the home economics knowledge and skills needed by individuals, families, and communities throughout the life span?
2. Can the participant identify the home economics knowledge and skills needed by various special groups of learners?
3. Can the participant continually develop and modify programs in home economics in relation to stages in the life cycle in order the meet the needs of specific groups?

Competency E. The participant will use and initiate research for program planning.

Criteria

1. Can the participant search out and review existing theories and models in relation to program planning?
2. Can the participant analyze and evaluate existing research in relation to program planning?
3. Can the participant synthesize and apply current research findings to program planning?
4. Can the participant initiate, develop, and defend research proposals for purposes of program development?

Competency F. The participant will evaluate existing programs and retain, modify, or delete them or initiate appropriate new home economics programs.

Criteria

1. Can the participant, in cooperation with others (e.g., community groups, learners, business, and industry), identify the strengths and weaknesses of the program in relation to the goals and objectives?
2. Does the participant examine the evaluative data and identify the discrepancies between the objectives and outcomes of the program?
3. Does the participant develop and defend a substantive rationale for home economics programs?
4. Based on the data, does the participant decide in cooperation with others whether to retain, modify, or delete the existing program or initiate new programs?
5. Does the participant communicate through appropriate administrative channels to obtain support for program development?

Competency G. The participant will assume leadership in coordinating and/or integrating home economics programs with other programs, agencies, and organizations.

Criteria

1. Can the participant identify programs, agencies, and organizations that have a need for home economics knowledge and skills?
2. Can the participant identify home economics knowledge and skills pertinent to other programs, agencies, and organizations?
3. Does the participant contact representatives from identified programs, agencies, and organizations to exchange goals and objectives, to ascertain commonalities, and to avoid duplication of efforts?
4. Does the participant cooperatively plan with other programs, agencies, and organizations for the integration of home economics knowledge and skills?

Competency H. The participant will realistically evaluate, obtain, and allocate human, fiscal, and material resources for home economics programs.

Criteria

1. Can the participant evaluate existing human, fiscal, and material resources available for home economics programs?
2. Can the participant identify potential sources of support?
3. Can the participant develop proposals to secure new human and material resources?
4. Can the participant realistically allocate available resources in accordance with the goals of the program?

Competency I. The participant will formulate flexible long-range plans for programs and facilities.

Criteria

1. Can the participant examine enrollments, costs, and evaluative data from the past 5 years and determine emerging trends significant for program planning?
2. Can the participant examine societal trends and their relevance to program planning?
3. Can the participant translate program data and societal trends into tentative long-range plans with justification for the projected plans?
4. Does the participant share plans and justifications with others involved in order to obtain suggestions about programs?
5. Can the participant modify long-range program plans in terms of suggestions given by others?
6. Can the participant identify facilities needed to implement plans?

Competency J. The participant will engage in self-appraisal of personal and professional growth as related to the ability to plan programs.

Criteria

1. Does the participant's self-perception in the program planning role match the perception of others?
2. Does the participant systematically assess personal strengths and weaknesses in the program planning role?
3. Does the participant accept from others constructive suggestions in order to strengthen personal effectiveness in program planning?
4. Does the participant intentionally place her/himself in growth situations?
5. Does the participant revise her/his self-concept as a result of personal experiences in program planning?

Competency K. The participant will supervise others engaged in program planning.

Criteria

1. Can the participant relate positively to others in program planning leadership roles?
2. Can the participant summarize and communicate relevant background data to be used in program planning?
3. Can the participant clearly communicate to others the process of program planning?
4. Can the participant guide others and facilitate the development of programs?
5. Can the participant bring about the implementation of the program?
6. Does the participant demonstrate a variety of strategies for helping others to grow in self-confidence and ability to assume various aspects of leadership?

TOPIC **IV. The Educative Process in Home Economics**

Competency A. The participant will contribute to the development of theories, hypotheses, and procedures in the educative process in home economics educational programs.

Criteria

1. Does the participant develop logically consistent theories and testable hypotheses that advance knowledge in the educative process?
2. Does the participant rationally support and communicate the theories, hypotheses, and procedures developed?
3. Is the contribution consistent with current knowledge, social trends, and technology?
4. Does the participant communicate to others the implications and applications of the theories, hypotheses, and procedures.

Competency B. The participant will develop and refine instructional strategies.

Criteria

1. Does the participant integrate insights gained from experience with learners and the learning process in developing and refining instructional strategies?
2. Does the instructional strategy developed reflect synthesis and/or interrelationships of subject matter?
3. Does the instructional strategy provide opportunity for the learner to become self-directed?
4. Does the participant accurately analyze the relative productivity of instructional strategies?
5. Does the participant communicate to others the efficacy of instructional strategies that have been refined or developed?

Competency C. The participant will predict the direction of behavior change that results from the use of instructional strategies.

Criteria

1. Does the participant analyze the elements in the educative process that influence behavior change?
2. Does the participant analyze relevant information about learners in predicting the direction of behavior change resulting from the use of selected instructional strategies?
3. Does the participant accurately predict the direction of behavior change in the cognitive, affective, and psychomotor domains resulting from the use of selected instructional strategies?
4. Does the participant communicate the relationship between the elements of instructional strategies and the predicted behavior outcomes?

Competency D. The participant will develop and refine instructional materials.

Criteria

1. Are the materials developed based on accepted principles of learning?
2. Does the participant use available resources (human and material) in the development and refinement of instructional materials?
3. Does the participant use various components of educational technology in the educative process?
4. Does the participant develop and disseminate tested materials?

Competency E. The participant will create a learning environment to optimize the various types of interactions within the educative process.

Criteria

1. Does the participant adapt and develop methods of analyzing interactions among the various components of the educative process?
2. Does the participant design and evaluate learning environments based on the analyses of interactions?

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3. Does the participant use analysis of verbal and nonverbal interaction to facilitate the achieving of objectives?
4. Does the participant create a learning environment that is compatible with the learner's cultural background?
5. Does the participant adapt the learning environment to capitalize on the teachable moments?
6. Does the participant create a flexible learning environment?

Competency F. The participant will evaluate the educative process.

Criteria
1. Does the participant select and/or adapt models to use in evaluating the educative process?
2. Does the participant design and test models to use in evaluating the educative process?
3. Does the participant refine and develop reliable, valid, practical, and objective instruments for the evaluation of the educative process?
4. Does the participant use and report the results of comprehensive evaluation of the educative process?
5. Does the participant provide accountability data including changed behavior of learners?

Competency G. The participant will systematize the assessment of learners' progress toward the achievement of objectives.

Criteria
1. Does the participant identify critical points for assessment of progress (cognitive, affective, psychomotor) of the learner and use the results to modify appropriate aspects of the educative process?
2. Does the participant develop and use a variety of evaluation techniques (projective, sociometric, role analysis, etc.) and interpret the results to appropriate persons?
3. Does the participant interpret the results of evaluation for determining new systems of evaluating, providing feedback, and recording progress?
4. Does the participant develop effective methods for providing the learner with appropriate feedback?

TOPIC **V. Research in Home Economics and Education**

Competency A. The participant values the importance of the relationship between teaching and research.

Criteria

1. Does the participant seek solutions to teaching/learning problems through research?
2. Does the participant approach current problems through practical systematic experimentation?
3. Does the participant help learners appreciate research processes?

Competency B. The participant can conduct research that relates to the teaching learning of home economics.

Criteria

1. Can the participant successfully identify and pursue sources of funding?
2. Can the participant write a proposal that communicates the purpose and outlines the plan for conducting the study?
3. Can the participant use established criteria to develop an appropriate design for the study?
4. Can the participant identify the strengths and limitations of a wide variety of research tools and choose those appropriate for a given purpose?
5. Can the participant develop data collection instruments using established measurement criteria?
6. Can the participant execute a data collection plan?
7. Can the participant analyze the data according to the problem?
8. Can the participant appropriately manage human and material resources?
9. Can the participant evaluate, interpret, and disseminate findings?

Competency C. The participant can interpret data to others.

Criteria

1. Can the participant translate research data in a manner appropriate to the audience?
2. Can the participant communicate research data so that relationships to other situations are seen?
3. Can the participant articulate recommendations for implementation and/or further study?

Competency D. The participant can use research data.

Criteria

1. Can the participant appropriately incorporate research in program planning and the educative process?
2. Can the participant modify teaching strategies in light of research data?
3. Can the participant propose new research problems derived from research data?
4. Can the participant identify new conceptualizations and build theory based on research data?

Competency E. The participant can evaluate research data.

Criteria

1. Are the participant's conclusions supported by the data?
2. Can the participant identify all data needing interpretation?
3. Can the participant relate a given study to other existing studies?
4. Can the participant critically analyze the research design in relation to purpose and the conclusions?

Competency F. The participant can disseminate research data.

Criteria

1. Can the participant produce research reports in a form suitable for selected audiences?
2. Does the participant provide evidence of commitment to making research results available?

Competency G. The participant promotes a climate in which research ideas are stimulated and nurtured including those between and among other disciplines.

Criteria

1. Can the participant be accepting of a variety of ideas without initial criticism?
2. Can the participant elicit and solicit ideas relevant to home economics education research needs?
3. Does the participant encourage research ideas derived from problems in diverse settings related to the well-being of individuals, families, and communities?
4. Does the participant seek ideas for cooperative research with other disciplines?

SUMMARY OF TOPICS AND COMPETENCIES

Preprofessional Level	Professional Improvement Level
I. Educational Philosophy in Home Economics	
A. The participant will formulate and communicate internally consistent professional beliefs based on philosophies of home economics and of education in the context of contemporary society. **B.** The participant will relate professional beliefs to decision making in varied educational setting.	**A.** The participant can evaluate professional philosophies. **B.** The participant will continually develop a personal professional philosophy. **C.** The participant can contribute to development of a philosophy for the home economics profession.
II. Professional Role in Home Economics	
A. The participant will demonstrate ability to fulfill the professional role of the home economics educator as a facilitator of learning, counselor, team member, communicator and interpreter, a liaison with community, and a member of the profession. **B.** The participant will demonstrate a commitment to the professions of home economics and education. **C.** The participant will assume responsibility for her his own continuous personal and professional growth. **D.** The participant will demonstrate ethical personal and professional behavior. **E.** The participant will analyze and evaluate social action that influences the well-being of individuals, families, and the community.	**A.** The participant can accept, perform, and adapt to changing roles and functions of various positions as a home economics educator. **B.** The participant can evaluate educational structure in relation to its promotion of the purposes of educational programs in home economics. **C.** The participant can evaluate professional performance in home economics. **D.** The participant will assume leadership roles in the profession of home economics. **E.** The participant will show integrity in relation to professional practice.

SUMMARY OF TOPICS AND COMPETENCIES (continued)

III. Program Planning for Education in Home Economics

Preprofessional Level	Professional Improvement Level
A. The participant will collect and analyze relevant information that has implications for a given home economics program.	**A.** The participant will analyze the sociological, economic, political, cultural, and educational forces that affect home economics programs.
B. The participant will select and justify the objectives, content, and strategies included in a given home economics program.	**B.** The participant can evaluate the needs of learners in a given environment in relation to program needs.
C. The participant will organize home economics offerings into a sequential and integrated pattern to meet the needs of given audiences.	**C.** The participant will integrate the contributions of fields of study related to home economics in effective program planning.
D. The participant will implement a plan for a given home economics program.	**D.** The participant will develop a system for selecting and organizing home economics knowledge and skills significant for various learners and learners levels.
E. The participant will evaluate objectives and goals of youth groups in relation to a total home economics program.	**E.** The participant will use and initiate research for program planning.
	F. The participant will evaluate existing programs and retain, modify, or delete them or initiate appropriate new home economics programs.
	G. The participant will assume leadership in coordinating and or integrating home economics programs with other programs, agencies, and organizations.
	H. The participant will realistically evaluate, obtain, and allocate human, fiscal, and material resources for home economics programs.
	I. The participant will formulate flexible long-range plans for programs and facilities.
	J. The participant will engage in self-appraisal of personal and professional growth as related to the ability to plan programs.
	K. The participant will supervise others engaged in program planning.

SUMMARY OF TOPICS AND COMPETENCIES (continued)

Preprofessional Level	Professional Improvement Level
IV. The Educative Process in Home Economics	
A. The participant will use communication skills in an educative setting to facilitate learning. **B.** The participant will design instructional plans appropriate to the needs of specific learners in educative settings. **C.** The participant will implement instructional plans. **D.** The participant will plan for and use evaluation as an integral part of the teaching learning process. **E.** The participant will establish and maintain and environment that facilitates achievement of objectives.	**A.** The participant will contribute to the development of theories, hypotheses, and procedures in the educative process in home economics educational programs. **B.** The participant will develop and refine instructional strategies. **C.** The participant will predict the direction of behavior change that results from the use of instructional strategies. **D.** The participant will develop and refine instructional materials. **E.** The participant will create a learning environment to optimize the various types of interactions within the educative process. **F.** The participant will evaluate the educative process. **G.** The participant will systematize the assessment of learners' progress toward the achievement of objectives.
V. Research in Home Economics and Education	
A. The participant will recognize and appreciate the role of research in facilitating the teaching learning process and in expanding knowledge. **B.** The participant will use research findings to improve the teaching learning process and as a source of knowledge. **C.** The participant will comprehend the elements of the research process.	**A.** The participant values the importance of the relationship between teaching and research. **B.** The participant can conduct research that relates to the teaching learning of home economics. **C.** The participant can interpret data to others. **D.** The participant can use research data. **E.** The participant can evaluate research data. **F.** The participant can disseminate research data. **G.** The participant promotes a climate in which research ideas are stimulated and nurtured including those between and among other disciplines.

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NOTES

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